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A. M. GAY, Editor for this month.

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SUGGESTIONS, FROM AN EXPERIENCE OF TEN YEARS.

"WHEN the mariner has been tossed for many days in thick weather, and on an unknown sea, he naturally avails himself of the first pause in the storm, the earliest glance at the sun, to take his latitude, and ascertain how far the elements have driven him from his true course." — D. WEBSTER.

THE MASSACHUSETTS TEACHER has just completed the first decade of its existence. From the commencement of its career, gleams of sunshine have, occasionally, forced their way through the murky clouds and thick darkness which have surrounded it; but too often only to reveal quicksands and hidden reefs which threatened to engulf our frail craft.

But to-day we enter on a new tack, where the waters seem less turbid, more genial gales urge us onward, and with stronger faith, with quickened hopes, we seize our instruments to take an observation, that we may the better determine whether we can, safely, spread a broader canvas and venture on a wider sea.

First, let us take a brief view of the course over which we have already passed.

In the month of August, 1845, two individuals, — one the Recording Secretary of the American Institute of Instruction, that year, the other, the writer of this article, — while returning from a meeting of that Association, in Hartford, Conn., in conversation respecting the interests of education in Massachusetts, discussed the desirableness and expediency of a State Teachers' Association in our Commonwealth. The former, on his return to the eastern part of the State, presented a proposition to the Essex

County Teachers' Association, — even then somewhat venerable on account of age, and venerated for its extensive usefulness and influence, — to issue a circular to the teachers of the State, inviting them to meet in convention, at Worcester, for the purpose of organizing a State Association. That this call received a hearty response was evinced by the large numbers from all parts of the State, which convened at Brinley Hall, Nov. 24, 1845.

A medium of intercommunication among the teachers of the State seemed, at the outset, to stand prominent among the objects to be obtained. Measures were accordingly taken early to provide for the publication of a paper which should be the organ through which teachers might present to their fellow laborers their experience, and discuss such topics as would best subserve the interests of those engaged in the business of instruction and the general cause of education. At the annual meeting in 1846, a plan was matured for commencing the publication at the opening of the ensuing year. Unfortunately, the efforts of that year proved nearly abortive. But in the month of January, 1848, was issued the first number of the series which constituted the first volume of the MASSACHUSETTS TEACHER. Of the character of that and the succeeding volumes, as an educational journal, it does not become us to express an opinion. They speak for themselves.

Those greatly err who think our present position a point of easy attainment. Justice to some of the pioneers in the work would require a special recognition of their toils, perplexities, pecuniary sacrifices, and unflagging zeal to render the experiment successful. Add to these the responsibility of supplying editorial matter, occasional embarrassment with publisher, printers, and agents in circulation, with only some *two hundred and fifty* subscriptions during the first year, on which to fall back for means to defray expenses, and the whole aspect of the enterprise will appear to have been not remarkably cheering to those who had embarked in it. But our space will not allow us to enter into detail. It is enough to say, that *somebody* has struggled with obstacles, encountered discouragements, suffered depressing disappointments, thought, contrived, and toiled from the inception to the present time, in full faith that a glorious future was in reserve for the object of their care.

Until recently, the journal has been virtually the private property of the printer and publisher, to whom belonged all the profits that might accrue ; while the responsibility of its character and success rested upon a few members of the Association. By a new arrangement it has become the property of the Association, in *fee simple*. The indebtedness assumed in the transfer was moderate, and provision has been made for an easy and speedy liquidation of the same. Our subscription list, by a steady and wholesome growth, has increased to over *two thousand* copies. In addition, the State generously contributes three hundred dollars a year, i. e., becomes a subscriber for three hundred copies, to be distributed among the School Committees of the several towns in the Commonwealth. Thus it will be seen at a glance, that light breaks in upon us ; that new demands are made upon every individual belonging to the profession, to increase the efficiency and extend as widely as possible the influence of our publication.

And now the question recurs to us, as teachers of Massachusetts, what have we in our possession ? An Educational Journal, conducted by teachers, among the oldest, a pioneer in the cause, and, if we may confide in the encouraging commendations of our contemporaries and friends, one not inferior in character to other publications of the kind, at home or abroad.

We have a medium through which we may impart and receive valuable practical experience, by which the duties of every teacher may be rendered less onerous ; veterans in the field may contribute from their garnered stores, acquired from long continued and severe experience ; tyros in teaching may ask for information on every conceivable topic connected with their vocation ; through its influence, more may be accomplished towards elevating the business of teaching as a profession, than by any instrumentality that can be devised. Rights of teachers may be defended, their duties defined ; their relations to school committees and parents in the exercise of authority may be herein discussed ; the whole scope of education, as it pertains to a free people, to every department and all the ramifications of society, may and should receive a full and clear exposition at the hands of teachers through their own organ.

During the past twenty years the compensation of teachers

has been increased nearly one hundred per cent. No one agency has done so much to effect this change as the publication of the *Common School Journal* and *Massachusetts Teacher*. These publications have advocated progress in every possible way, in the whole system of instruction; have suggested and devised methods of improvement in classification, gradation, and modes of instruction; have called forth better text-books; stimulated a more symmetrical and elegant architecture in school buildings, with far greater convenience in arrangement; in short, the increased respect manifested towards teachers, as a class, is due in no small degree to the light that has been thus shed on the community. If these views are correct, every teacher in the State owes a debt to these publications which demands a liberal support of that one which still survives, and to which all must look for that same service which has proved so beneficial to the teacher of every grade.

Through the pages of the *Teacher*, in addition to valuable information gained, a strong sympathy grows up which cements the members of the profession in one common cause, and affords a sustaining influence of great value to every individual. An interest to read what others have written concerning his daily duties, and to write what others may read, and be benefited by it, constitutes the strongest possible evidence of an active, living teacher.

But a single word more in a pecuniary point of view. A vast amount of valuable instruction has been presented to our State Association in the form of lectures, wrought out with great care by the best talent of its members, which is lying dormant for the want of funds to publish them. A vigorous effort to enlarge our subscription list would enable us to publish, annually, a volume at a cost almost nominal to each individual member, from the profits which might be derived from the *Teacher*. Now, if half the six thousand teachers of the State will each contribute a *single dollar* annually, and make a moderate effort, even, to induce citizens interested in the cause of education to become subscribers, the value of the paper itself may be greatly increased, and the publication of a large amount of other valuable matter secured, directly applicable to the purposes of the practical teacher. Thus all will acquire increased facilities for performing their work. Their improved qualifications will command better

compensation, and still higher social standing will be awarded them by the community in which they live; their labors will become more agreeable, and the good they will accomplish for their fellow-men — the great object of their vocation — will become proportionately efficacious. Is there a "*live teacher*" in the old Bay State who will fail to enter with zeal upon the support of the *Massachusetts Teacher* for the year 1858?

To the members of the Boards of School Committee in the towns and cities of the State we have a suggestion to offer. You hold a responsible office, and doubtless desire to see every school under your charge eminently successful. Among the means you will adopt to accomplish this, what more efficient act can you perform, than *to induce each teacher to become a subscriber for this paper*? Will you not be ready to question the *real interest* those profess, who neither take nor read works relating to their daily duties? The State places a copy of the paper in your hands, by which act a *public interest* is manifested in its utility and success. May we not, then, ask your coöperation in the work of circulating it and diffusing the instruction it may contain? We feel assured you will not fail to lend us your aid.

Parents, and all classes of the community who desire to have around them an enlightened community and the advantages which it furnishes, *we most cordially invite* to unite with us in contributing to the support of this agency in the cause of education.

A. P.

HENRY BARNARD, LL. D.

THE career of Henry Barnard as a promoter of the cause of education, has no precedent and is without a parallel. We think of Page as a great practical teacher, or Gallaudet as the founder of a new institution, of Pestalozzi as the originator of a new method of instruction, of Spurzheim as the expounder of the philosophy of education, and of Horace Mann as its most eloquent advocate; but Mr. Barnard stands before the world as the national educator. We know, indeed, that he has held office, and achieved great success in the administration and improvement of systems of public instruction in particular States. But

these labors, however important, constitute only a segment, so to speak, in the larger sphere of his efforts. Declining numerous calls to high and lucrative posts of local importance and influence, he has accepted the whole country as the theatre of his operations, without regard to State lines, and by the extent, variety, and comprehensiveness of his efforts, has earned the title of the American Educator. It is in this view, that his course has been patterned after no example, and admits of no comparison. But if in his plan, equally beneficent and original, he had no example to copy, he has furnished one, worthy alike of admiration and imitation.

On the retirement of Mr. Barnard from the office of Superintendent of Common Schools in Connecticut, in December, 1854, an able and elaborate paper on his educational labors in Connecticut and Rhode Island, prepared by a gentleman every way competent to the task, was published in the *Connecticut Common School Journal*. From that essay, we draw most of the materials for this brief sketch, to accompany the portrait with which our present number is appropriately embellished.

Mr. Barnard was a native of Hartford, Conn., where his family had lived from the first settlement of the colony. He was born on the 14th of January, 1811, in the fine mansion where he now resides. The son of a wealthy farmer, and living within half a mile of the centre of a considerable town and the State capitol, he was placed in the most favorable circumstances for early physical and mental development.

His elementary instruction was received at the district school, which, with all its imperfections, "as it was," he remembers with gratitude, not indeed on account of the amount of learning acquired in it, but because it was a common school — a school of equal rights, where merit, and not social position, was the acknowledged basis of distinction, and, therefore, the fittest seminary to give the schooling essential to the American citizen.

While pursuing the studies preparatory for college at Monson, Mass., and at the Hopkins Grammar School in Hartford, his proficiency was brilliant; and such was his eagerness for knowledge that, in addition to the prescribed course, he extended his reading among the works of the best English authors.

Having entered Yale College in 1826, he graduated with honor in 1830. During the whole of his collegiate course, sustaining a high character for scholarship ; in the early part, a successful competitor for the prizes for English and Latin composition ; for the last two years, diligently pursuing a systematic course of reading in English literature, with the practice of English composition ; during the last half, also acting as librarian to secure free access to the library, and acquire a knowledge of books ; participating with zeal in the exercises of the literary societies, by written and oral discussions ; and possessing fine natural endowments, he came out of college, as might have been expected, already a ripe scholar.

The five subsequent years were mainly devoted to a thorough professional training for the practice of the law, the severer study of the legal text-books being relieved by the daily reading of a portion of the ancient and modern classics. This course of study was fortunately interrupted for a few months to take charge of an academy, where he improved the opportunity to acquire some knowledge of the theory and practice of teaching. This experience probably had considerable influence in determining some of the most important subsequent events of his life.

Before entering on the practice of his profession, he spent some time in Europe, for the two-fold purpose of study and travel. Already well fitted by study and natural taste to profit by the opportunities of foreign travel, he made further and special preparation by a tour through the Southern and Western States, and a visit to all the most interesting localities in New England. "Leaving home like a philosopher, to mend himself and others," he returned with his mind enriched by observation, not only of nature and art, but especially of the social condition and institutions of the people.

In the first public address which he had occasion to make after his return, he said, "Every man must at once make himself as good and as useful as he can, and help at the same time to make everybody about him, and all whom he can reach, better and happier." This was the sentiment which controlled the motives of his conduct. Fidelity to this truly grand and worthy aim induced him, not long afterwards, to abandon the flattering pros-

pects of professional eminence which were opening upon his vision, to retire from all active participation in political affairs, after a brief but brilliant career in the Legislature of his native State, and to devote himself to the great work of educational reform and improvement. To him the credit is due of originating and securing the passage by the Legislative Assembly, while a member, in 1838, of an "Act to provide for the better supervision of Common Schools."

This was the first decisive step towards the revival of education in Connecticut. The Board of Commissioners of Common Schools, established by this act, was immediately organized, and Mr. Barnard accepted the office of Secretary, Mr. Gallaudet, who was first elected on his motion, having declined. He devoted his energies to the arduous duties of this office till 1842, when the Board was abolished, in consequence of one of those political revolutions which sometimes bring into power men who, though possessing little of the power or disposition to raise mortals to the skies, are always ready to drag angels down.

The duties of the office as prescribed by the Board were:—

1st. To ascertain, by personal inspection of the schools, and by written communications from school officers and others, the actual condition of the schools.

2d. To prepare an abstract of such information for the use of the Board and the Legislature, with plans and suggestions for the better organization and administration of the school system.

3d. To attend and address at least one meeting of such parents, teachers, and school officers as were disposed to come together on public notice, in each county, and as many local meetings as other duties would allow.

4th. To edit and superintend the publication of a journal devoted exclusively to the promotion of common school education. And,

5th. To increase in any practicable way, the interest and intelligence of the community in relation to the whole subject of popular education.

We have seen with what antecedents Mr. Barnard entered upon the discharge of these duties.

Possessing fine powers of oratory, wielding a ready and able pen, animated by a generous and indomitable spirit, willing to spend and be spent in the cause of benevolence and humanity, he had every qualification for the task, but experience. Speaking of his fitness for carrying out the measures of educational reform and improvement in Connecticut, and of the results of his efforts, Horace Mann said, in the *Massachusetts Common School Journal*, "it is not extravagant to say that, if a better man be required, we must wait, at least, until the next generation, for a better one

is not to be found in the present. This agent entered upon his duties with unbounded zeal. He devoted to their discharge his time, talents, and means.

"The cold torpidity of the State soon felt the sensations of returning vitality. Its half-suspended animation began to quicken with a warmer life. Much and most valuable information was diffused. Many parents began to appreciate more adequately what it was to be a parent; teachers were awakened; associations for mutual improvement were formed; system began to supersede confusion; some salutary laws were enacted; all things gave favorable augury of a prosperous career, and it may be further affirmed that the cause was so administered as to give occasion of offence to no one. The whole movement was kept aloof from political strife. All religious men had reason to rejoice that a higher tone of moral and religious feeling was making its way into schools, without giving occasion of jealousy to the one-sided views of any denomination. But all these auguries were delusive. In an evil hour the whole fabric was overthrown."

The four volumes of the *Common School Journal*, issued during this period, and the four Reports presented by him to the Legislature, with other contemporary documents, justify the remarks quoted from Mr. Mann. The Reports have been eagerly read and highly prized by the soundest educators. Chancellor Kent, in his *Commentaries on American Law* (edition of 1844,) after devoting nearly two pages to an analysis of his First Report, characterizes it as "a bold and startling document, founded on the most painstaking and critical inquiry, and containing a minute, accurate, comprehensive and instructive exhibition of the practical condition and operation of the common school system of education." In referring to his subsequent reports, the same distinguished jurist speaks of him as "the most able, efficient, and best informed officer that could, perhaps, be engaged in the service;" and of his publications as containing "a digest of the fullest and most valuable information that is to be obtained on the subject of common schools, both in Europe and the United States."

It should be stated in this connection, as evidence of the disinterestedness of his motives, that these labors were performed without any pecuniary compensation; for although the amount

allowed him out of the treasury of the State, for the service of nearly four years was, \$3,747, this sum he expended back again in promoting the prosperity and usefulness of the schools.

The year following the abolition of the Board of Commissioners of Common Schools in Connecticut, he spent in visiting every section of the country, to collect the material for a *History of Public Schools and the Means of Popular Education in the United States*. Just as he was about to commence this history of education, he was invited to go to Rhode Island, and there achieve a work which is destined to form one of the most interesting and instructive chapters in the history of education in America, when it shall be written. Reluctant to accept the invitation, as it would make it necessary to postpone the work in contemplation, Gov. Fenner met his objection with the reply, "Better make history than write it." He accepted the task, and soon organized a system of agencies which, in four years, brought about an entire revolution in the condition of the schools in the State. It is not easy to fully appreciate the difficulties and magnitude of the work undertaken in Rhode Island. From the foundation of the colony, the common school had been excluded from the care and patronage of the government, and for more than a century and a half there is not the slightest trace of any legislation whatever for this great interest.

To compel a citizen to support a school or educate his children was regarded as a violation of the rights of conscience. Twenty years ago an old Rhode Islander, well to do in the world, assigned as a reason for refusing to aid in supporting a district school, "It is a Connecticut custom, and I do n't like it."

The plan of operations adopted was substantially the same as that pursued in Connecticut. The first great work was to enlighten the popular mind on the subject of common schools, and create a public opinion in favor of right action. The next step was to frame and secure the enactment of an efficient school code, adapted to the wants of the State, which was accomplished in 1845. Then came the difficult task of organizing the new system and of carrying out its provisions; in a word, of bringing into existence in every school district, the conditions of a good school. This process was progressing with a rapidity scarcely ever

realized elsewhere, in the erection of better school-houses, in the employment of better teachers, in the establishment of school libraries, and in the increase of the means provided by law for the support of schools. But before accomplishing all his plans for the improvement of public education in Rhode Island, the state of Mr. Barnard's health rendered it imperatively necessary for him to resign his office. On his retirement, the Legislature, by a unanimous vote, adopted a resolution, giving him their thanks for the "able, faithful, and judicious manner" in which he had, for five years, fulfilled the duties of his office. The teachers of the State, through a committee appointed at the several Institutes, presented him a handsome testimonial of their "respect and friendship, and of their appreciation of his services in the cause of education, and the interest which he had ever taken in their professional improvement and individual welfare."

Mr. Barnard returned to his old home in Connecticut. He was soon invited to professorships in two colleges, and to the superintendence of public schools in three different cities. But a more congenial work in his own State awaited his restored health. The political demagogues of 1842 were no longer in power. In 1849, an act was passed to establish a State Normal School. It was provided by the act, that the Superintendent of Common Schools should also have the general control of the school as Principal, though not the immediate charge of it. Mr. Barnard was elected to this office. He soon had the satisfaction of seeing long-cherished hopes fulfilled. After many struggles and efforts, he saw his own State taking her appropriate place among the foremost of the educating and educated States.

Our limited space will not allow even a glance at the particulars of his doings while in office from 1850 till he resigned, at the close of the year 1854, to give himself exclusively to labors of a more general and national character. He had already accomplished as much perhaps as any other individual for the promotion of education in every part of the country. By repeated visits to the chief points of influence, by extensive correspondence and numerous personal conferences with the leading persons connected with the management of systems and institutions of education, by addresses before popular assemblies, literary asso-

ciations, teachers, and legislative bodies throughout the country, he had done more than any other man to shape the educational policy of the nation. His publications had been numerous, important, and widely disseminated. Besides the *Common School Journal* and Reports above alluded to, his work on *School Architecture* had been circulated by tens of thousands, not only throughout America, but in Europe, creating a general revolution in public opinion on the subject. His work on *Normal Schools* had been published several years, from which the substance of nearly all documents on the subject since published, have been drawn. The volume entitled *National Education in Europe*, begun in 1840, and containing about nine hundred closely printed pages, had been published in 1854, a work well described as an "Encyclopædia of Educational Systems and Methods," and of which the *Westminster Review* speaks as "containing more valuable information and statistics than can be found in any one volume in the English language." But his contributions to educational literature did not stop here.

Scarcely did he find himself relieved from the routine of official life, when he projected and immediately entered upon the publication of a still more valuable and important work, viz., the *American Journal of Education*. Four large octavo volumes of this Journal are now before the public, and we may safely affirm of it, that it is the most valuable and comprehensive educational publication ever printed in the English language; and it will be a lasting disgrace to the teachers and educators of America if it has to be prematurely suspended for want of sufficient patronage. Besides conducting this Journal, he has found time for other labors of a general nature. As President of the American Association for the Advancement of Education, his influence has been widely and beneficially exerted. That his services to the cause of good letters and education have been appreciated in high places, may be inferred from the fact, that in 1851 he received the honorary degree of Doctor of Laws from the Corporation of Yale College, and in the same year from Union College, and in the year following from Harvard University.

Having but just reached the meridian of life, we cannot but hope that a long period of usefulness and honor is still before him.

Resident Editor's Department.

MASSACHUSETTS TEACHERS' ASSOCIATION.

THE thirteenth annual meeting of the MASSACHUSETTS TEACHERS' ASSOCIATION was held in the City Hall at Fall River, on Monday and Tuesday, November 23 and 24, 1857.

The meeting was organized for the transaction of business on Monday, at 2 o'clock, P. M., and after a prayer by the Rev. William McLaren, of Fall River, and a cordial welcome to those present, D. B. Hagar, President of the Association, responded to the invitation which had been extended, and addressed the members of the Association as follows:—

ADDRESS BY THE PRESIDENT.

FELLOW TEACHERS:—The opening of another Thanksgiving week has brought us to our annual convention. It seems eminently proper that we should convene at this season of general rejoicing. If it is fitting that any class of persons should unite in offering thanks for their measure of prosperity, it is especially appropriate that the teachers of this Commonwealth, as they witness the rapid progress of all our educational interests, should gather at this joyful period, to congratulate one another upon the success of the past and the flattering auspices of the future, and above all, to unite in a grateful offering of praise and thanksgiving to Him who has cast their lines in the pleasant places of his earthly vineyard, and has crowned their labors with an abundant harvest. As, then, we take each other by the hand, and our hearts grow warm in the sunlight of friendly faces; as we rejoice in each others' success, and educe faith and hope and zeal from each others' words, let us, in thoughts "uttered or unexpressed," recognize our indebtedness to an all-wise Providence for our prosperity, and lift up our hearts in sincere and grateful adoration.

Amid our rejoicings it may not be profitless or untimely to take a parting look at the year which is just closing. No year, perhaps, in the history of Massachusetts schools has, upon the whole, been distinguished by more substantial progress than has been exhibited during the last.

The erection of numerous elegant and commodious school edifices, the more ample supply of needful auxiliaries to successful school instruction, the considerable increase in the teacher's compensation, the growing demand for teachers possessing the highest qualifications, the advancing respectability of the teacher's social position—these things are unmistakable evidences of the fact, that the year through which we have just passed has been one of encouraging success. But while we may all fitly rejoice in the general prosperity of our schools, it will not be unreasonable for us to examine with conscientious severity the work which we, as individual teachers, have accomplished. With impartial honesty, and a profound sense of our past and present responsibilities, let us briefly review our labors and their results.

The first and greatest question which each of us should address to himself is this: "Have I been faithful and wise in the use of my opportunities? faithful

and wise in the discharge of my obligations? Our opportunities and obligations, so far as they concern mankind, relate to our pupils, to society, and to ourselves.

Have we, then, been faithful to our pupils? Recalling the past twelve months of school-room labor, can we look with approval upon all our acts? Has all the time which duty required of us been devoted to our pupils with scrupulous fidelity? Have we always consulted their welfare in preference to our own comfort? Have we constantly regarded them as a momentous trust, for whose judicious care we were responsible? Have we demeaned ourselves in their presence as if we fully realized that our every act and word would exert some influence, as a precept or an example, upon their whole lives? In our instructions, have we been thorough, comprehensive, persistent, patient, laborious? In our discipline, have we been kind, while firm; trustful, while vigilant? Have we regarded our scholars as possessing impulses, sympathies, motives, aspirations like our own, and therefore to be acted upon as are our own; or have we managed them as if they were simply machines, all of the same pattern, all to be worked in the same way? Brethren, conceive that the pen of Omniscience had recorded, during the past year, with awful accuracy, every motive that has actuated us in the school-room, every deed we have there performed, every word we have there uttered. How many of us would dare approach the record? How many would fearlessly consent to the scanning of that record by the world, by our friends and our enemies? While, on the one hand, it might tell of many noble acts, of not a little self-sacrificing zeal, of faithful instructions, of solemn warnings, of minds trained to learning and virtue; would it not, on the other hand, here and there, recount the heartless performance, or the absolute neglect of duty? Would it not somewhere tell of youthful spirits crushed by the teacher's bitter words? of minds still dormant, because the teacher lacked the will or the skill to arouse them? of evil moral and intellectual habits uncorrected, and good ones unformed?

Since last we met, nearly twenty thousand young people of Massachusetts have finished their school education. They have entered upon the stage of life to act their parts. Their success will depend largely upon the education they have received. For the extent and quality of that education, we, their teachers, are largely responsible. It is a momentous thought, that the direction of one's whole life is often determined by a single word. For want of kindly encouragement, or judicious aid, or timely warning, or wise counsels, or friendly sympathy, how many of those who have just left our care will fail to become honorable, successful, useful men? Will any of them be able to say, in years to come, when the penalty of violated law shall have made them outcasts from society, "My teacher might have guarded me from this dishonor, had he treated me more kindly, wisely, and faithfully"? Fellow-teachers, let us, with uncompromising honesty, examine the record which memory and conscience have written. Wherein we find evidences of our faithfulness to our trust, and success in our labors, let us rejoice; while from everything which our judgment fails to approve, let us draw a lesson of warning, and a determination to labor in future with more earnestness and fidelity. What we most need, in addition to what we have, is not learning, but an ever-present, profound sense of our individual responsibility. He who feels in the depths of his heart the weightiness of the interests entrusted to him, needs little more to impel him to the acquisition of that knowledge and influence which will best qualify him to discharge his duties.

Again, the year just ended brought with it our obligations to society. In the several communities in which we have dwelt, our opportunities of exerting a good influence in behalf of schools and education have been constant. In making up their estimate of the merits of any cause, men are usually governed by their opinions of the advocates of that cause. Hence, in deciding what estimate to place upon their schools, and how liberally they shall be supported,

every community is greatly influenced by the teacher's personal character, as well as by his reputed skill as an instructor. The teacher, then, morally bound, as is every person, to make wise use of his opportunities, and having, more than any other, the means of magnifying the claims of education, and of enlisting in its behalf the respect and support of the public, should seriously ask himself how his life, in this respect, will bear the test of scrutiny. May we not with propriety inquire, "Have we endeavored to elevate and correct public opinion upon the subject of education? Have we, in our daily intercourse with society, done honor to our profession? Has our bearing been marked by politeness of manner, courteousness of speech, honesty of purpose? Have we obtained for ourselves the reputation of being gentlemen, as well as teachers? Have we done our part to convince the world that the race of Sampsons and Cranes and Squeers is becoming extinct?" It is not uncommon to hear men in our profession complain of their humble position in society. If there be any ground for the complaint, the remedy must lie in our own hands. When the ignoramus and the boor shall have become rare exceptions in our ranks; when we, as a class, by patient labor in the acquisition of varied knowledge, by a culture of the amenities of life, by a judicious participation in those enterprises which interest the public, shall have assumed our proper characters, society will recognize our claims, and accord to us all the consideration we deserve. If teachers do their duty to society, society will not ignore its obligation to teachers.

Lastly, and briefly, how have we discharged our duty to ourselves? We have enjoyed another year of opportunities for self-improvement. What progress have we made? Compared with our store of knowledge a year ago, how stand our present acquisitions? What have been our private studies? What the character of our reading? How much have we added to our capital of knowledge and wisdom? As educators, what investigations have we made in the theories of teaching? what improvement in its practice? As literary men, what new fields have we explored? what harvests have we reaped? In a word, have we been faithful to ourselves?

I have been led to these suggestive reflections by the conviction that, to some extent, the tendency of associated action is to render less distinct the consciousness of individual responsibility. The importance of united action can hardly be over-estimated; and yet it should not be forgotten, that it is only the union of right-minded individuals that can accomplish the highest results.

Since our last annual meeting, two of the Vice-Presidents of our Association have finished their earthly labors, — Mr. Samuel W. King, of Lynn, and Mr. Parmenas B. Strong, of Springfield.

With Mr. King I had the pleasure of a long acquaintance. In the estimation of those who knew him, his life was its own eulogy. One of the earliest to engage in the reformation of Massachusetts schools, he continued to his last days an active co-worker with those who labored for the advancement of our educational interests. For more than a quarter of a century he was an active member of the American Institute of Instruction, and was one of the small number of its directors who always attended the meetings of the Board. At the conventions of the State Association, as well as of the Essex County Association, his pleasant face was almost always seen, and his cordiality of manner always cheered his many friends. A large part of his life was devoted to the schools of Lynn. Year after year the School Committees of that city awarded to his labors the highest meed of praise. No one who reads their flattering records can doubt that Mr. King was a man of energy, skill, and fidelity. The last days of his life were clouded by bitter trials, and his keenly sensitive nature sunk under the weight of unjust reproach. But his cherished memory will be forever shielded from the shafts of malicious calumny by his own unflinching consciousness of rectitude, and by the lasting friendship of those who knew him best.

Of Mr. Strong I can say but little from personal knowledge. Living in the western part of the State, he had fewer opportunities of meeting with other teachers, than had Mr. King. Yet he had already established a high reputation as a teacher. Those who had the pleasure of an intimate acquaintance with him, unitedly testify to his zeal and success. Wherever he labored he secured the love of his pupils and the respect of the public.

Both Mr. King and Mr. Strong were, one year ago, in apparently vigorous health, and were, doubtless, looking forward, as most of us now are, to many years of usefulness and happiness. Let us not fail to draw from their lives and early departure, the proper lessons of fidelity and watchfulness.

Members of the Association, I cannot close these few remarks, without availing myself of this opportunity to present you my profound thanks for the flattering honors and the generous confidence I have received at your hands during the past two years, and to announce my sincere desire and positive intention now to retire from the Presidency of the Association. It will be my pleasure in the future, as it has been in the past, to coöperate with you in advancing the interests of the Association, and with you to hasten on the period when it shall be no small honor to any man to be called a MASSACHUSETTS TEACHER.

At the conclusion of the President's address the Report of the Secretary was read and accepted.

The Treasurer then submitted his annual account, from which it appeared that the amount of money in his hands at the close of this year of his office was \$471.34.

Messrs. William H. Sanders, of Charlestown, Josiah A. Stearns, of Boston, and Charles Hammond, of Groton, were appointed to audit his account, who subsequently reported that they had performed the duty assigned them and had found that the accounts had been accurately kept and duly submitted to the Association.

On motion of Mr. Hammond, of Groton, it was

VOTED, that gentlemen present from other States be invited to participate in the exercises of this meeting.

According to previous assignment the following subject was then taken up for discussion :

Methods of Keeping Records of Attendance, Deportment, and Scholarship, and of making Reports to Parents.

Mr. James A. Page, of Boston, having been called upon by the President, commenced the discussion by describing the records now in use in Boston. He explained in detail the way in which the accounts of admission and discharges, attendance, scholarship, and deportment are kept in the three books, provided for the public schools.

MR. PARISH'S REMARKS.

Mr. Ariel Parish, from Springfield, in response to a call from the President, remarked :

It is to be premised, at the outset, that opinions are greatly at variance respecting the expediency and advantages of making an estimate of the pupil's efforts in the performance of school duties. His own views, as modified by experience in past years, may be taken, perhaps, as a fair representation of the judgment of teachers. Thus, early in the course of his teaching, without any definite

system either in the government or instruction of his pupils, it was his practice to meet all cases of transgression in the best way within his power, usually on the spot by reproof, or corporal punishment; for infusing the proper spirit of study and thoroughness, where the love of mental application could not be readily inspired, the same remedy was applied.

The idea of keeping a *record of attainment*, to mark progress and exhibit the true desert of the pupils, had not been conceived.

When, in process of time, *necessity* seemed to require some record to denote attainment or the want of it, in like manner as the ledger exhibits the profit and loss of the merchant, a *partial* experiment was tried, applicable only to a few classes, and that with no great degree of regularity. The consequence was, no satisfactory *results* were obtained, while the labor was increased, and soon the conclusion was, that it was an experiment which "would not pay." But necessity soon demanded that *something* should be done, and the same experiment was tried again with increased vigor and carried to a greater degree of perfection. The advantages appeared to increase in proportion to the perfection of the system and thoroughness with which it was carried out.

His method, with years of experience and constant study to improve and render it efficient, now produces more satisfactory results than ever before; and has become a powerful auxiliary, both in the government of the school and as an incentive to intellectual effort.

His opinion respecting the judgment of teachers, therefore, was, that those who had given little attention to the subject would quite generally reject the practice of keeping records, either from a belief that its tendency would be pernicious, or that the advantages to be derived from it would not compensate for the extra labor it would require. Those who had made ineffectual efforts in an unsystematic manner, would arrive at nearly the same conclusion; while those who should so employ a well-adjusted method as to reach the highest results, would deem the practice of keeping records not only a most valuable agency in the whole management of a school, but quite indispensable, for which no equivalent can be found as a substitute.

It should not be understood that such a stimulus is equally applicable or necessary to all schools. The higher the intellectual attainment of the pupils of a school, as a class, the greater their love of study for its own sake, and the greater their capacity for self-government, — the less would such a system be needed. Nor would any one method be equally applicable to *all grades* of schools. Its efficiency would be greatest in a school where the pupils should be nearest on equality in attainment and general character; consequently, least in schools where old and advanced pupils are brought together in the same school with small children, as in many of the mixed country schools, in which may be found pupils pursuing the higher branches with little children learning their alphabet. Yet even here, with suitable modifications and applying it to *classes*, it might be practicable and advantageous.

Every system should comprise three distinct departments, viz.: *Attendance*, *Deportment*, and *Scholarship*. These may be regarded as three essential elements of general character. By regularity in the first, may be determined the amount of physical energy to resist opposition and overcome obstacles, — as, when the pupil refuses to yield to dilatory habits, labors vigorously, before school, to perform home duties early to avoid absence and tardiness; and resolutely faces a cold north-wester or a driving storm for the same reason. The pupil's carefulness may be tested, also, in observing the time, so as to avoid being obliged to say, "I did not know it was so late," or "Our clock stopped." His *foresight* and *judgment* in anticipating all possible contingencies against irregularity will thus be brought into exercise.

Actions are but the outward indications of the thought and disposition of the individual; hence the *deportment* of the pupil may be regarded as an index of *moral character*.

The attainment in *scholarship* will naturally be taken as the measure of *intellectual capacity*. These three characteristics represent the general character of the person.

Any system of marking, which comprises these several traits, judiciously applied, will produce favorable results.

It is immaterial what shall be the maximum number of the series used. It will be found in practice that the range will not ordinarily extend over more than three or four numbers. But, if ten is taken as the maximum, the divisions, in making an average, are more readily performed, and where the result is in fractions, *tenths* are more easily found than in other numbers. Then, again, greater opportunity is left for a wider range of scholarship, should it be needed.

Every pupil in a class, who has recited, should be marked before the class is dismissed. The principal danger of doing injustice to a pupil is at this point. Many teachers mark, at the close of the day, the recitations that have taken place. The memory cannot be safely trusted to do this. In order to give an accurate judgment of what the pupil has accomplished in a recitation, the teacher must have given the closest attention to the performance, both in regard to matter and manner, and while the impression is fresh in the mind, should represent his estimate by figures. Let this be done with proper care, and both teacher and pupil will soon come to regard the mark as the truest exponent of the scholar's ability and faithfulness that can be obtained.

Among the advantages to be derived from a system of estimating the value of what each pupil does, daily, may be mentioned the following:

1. It affords the teacher ready and satisfactory means of determining how often the pupil has been called upon to recite, and what has been the character of his recitations during the past. Mere impressions and recollection will not answer as well. I would keep a record for this if for nothing else.
2. It creates a *sense of responsibility* in the pupil, which is the basis of all faithful effort. Knowing that judgment is to be passed on the evidence he affords that he understands his lesson, his study hours will, naturally, be more properly employed than if little note is to be taken of what he does in the class exercise.
3. It spurs the indolent to industry, and encourages the good scholar to fidelity; the one is conscious that his demerit will be exposed, the other that his merit will receive approbation. When wrong-doing and unfaithfulness can be concealed, the transgressor is encouraged to do worse; merit unrecognized, becomes paralyzed.
4. With the record before him the teacher can always determine the relative standing of each pupil, and considering his capacity, knows better the necessity of applying a remedy for negligence, than he would be likely otherwise to do.

With this impartial record, he can show parents wherein their children fail or excel, without being obliged to depend on memory or verbal assertion.

A word in reply to objections:

1. "The danger of injustice."
"To err is human." In this no more than in multitudes of cases where it is necessary to express an opinion. The teacher passes his judgment on the performance of the pupil, and should command his confidence. If there is danger of failure in this case, in what other can any one confide in the justice of the teacher?
2. "Creates invidious feelings."

That pupil who harbors envy needs a trial that shall teach him to rest satisfied to occupy the place his real merit gives him. There is no better exercise to accomplish this.

3. "Requires too much labor."

But it saves much of a more undesirable kind. It is easier and pleasanter to make a record than to use the rod.

4. "Pupils will study only to get a high mark."

Better study for that than not at all. The good scholar need not study less, the unfaithful may be stimulated by this with greater safety than to be idle.

Mr. Charles Hutchins, of Providence, suggested, as a subject of inquiry, whether the scholar should make marks an aim in his studies, or should be influenced by the higher principle of duty.

Mr. Hammond, of Groton, continued the discussion, dissenting somewhat from the views of Mr. Parish.

Prof. Alpheus Crosby, of Salem, having been called upon for his views of the subject, remarked that as the school with which he was connected had been expressly excepted from the number of those in which the "marking system," so called, was required or expedient, he might very properly excuse himself from speaking in criticism of the methods pursued by others in quite different schools. He wished the rather to do this, because he sympathized with those feelings of misgiving and distrust in regard to parts of the system as often practised, which had been already expressed. He felt that he could not bring himself to make a public announcement of the disgrace of his pupils. He would not undertake to judge in regard to the best methods for others to pursue. Every man must work in his own harness; and every teacher ought to appeal to such motives, not sinful, as would secure the accomplishment of the noble objects for which he is laboring. He saw nothing in itself sinful, either in marking the merits and demerits of scholars, or in publishing them. Still he felt that there was one clear and most important principle in education, as in other labors for the good of mankind. It was this:—that we should always appeal to the highest motives that will secure the end in view; and that, if we appeal to lower motives, when higher motives could be successfully addressed, we do just so much to degrade those who are under our government or influence.

Mr. A. P. Stone, of Plymouth, remarked that he would like to have Mr. Parish state how much time it required to make up his record and reports. He liked the system explained by Mr. P., and more particularly because it had grown out of his own labors and wants. He had known a teacher who was occupied an hour or more, every evening, and once a month half the night, in making out reports. Many abandon the whole system of keeping a record, on account of this tax upon their time.

Mr. Parish in reply stated the time spent in this labor was more than compensated by the good results obtained in scholarship and attendance.

The Association then adjourned until seven o'clock in the evening.

MONDAY EVENING SESSION.

The Association was called to order by the President at seven o'clock.

THE CONSTITUTION.

Mr. Page, of Boston, called attention to the fact that there never had been any printed copies of the Constitution of the Association, and moved that the Finance Committee be authorized to print copies of it for the use of members, and that the names of the members be also printed with it.

Mr. A. P. Stone, of Plymouth, moved to amend the motion by adding, that the Committee be instructed to take measures to increase the number of members, and that they be authorized to issue and send circulars

to all male teachers in the State, requesting them to become members of the Association.

The amendment was adopted, and then the motion, as amended, was passed.

MARKING. — RECORDS.

The subject of discussion in the afternoon was again taken up for consideration.

Mr. Pearson, of Fall River, said he had tried a system similar to that recommended by Mr. Parish. He had also a system of rewards for deportment alone, without reference to scholarship or attendance, and in the general average, the records for attendance and scholarship were allowed to come in. He had his pupils seated in the school, according to their standing, so that any one, knowing the principle, could tell the relative position of the scholar. Aside from the marks for scholarship, if a scholar maintains a good deportment for a number of terms, he is rewarded by being allowed to take care of himself, being thrown only on his own responsibility. If it is found that the privilege is abused, it is taken away. The result is, that the pupils are excited to greater interest in respect to their behavior as ladies and gentlemen, and a general good impression is made on the whole school.

Mr. Parish, of Springfield, in reply to an inquiry from Mr. Pearson whether he had ever tried a plan similar to that stated by him, said that he had not, but thought it might, in many cases, have some advantages, by giving an elevating influence. He avoided rewards and punishments both, as far as possible, making his marking system answer every purpose. He had never given rewards to any extent.

MR. SHERWIN'S SYSTEM OF MARKING.

Mr. Sherwin, of the Boston High School, said he made a very simple work of records of scholarship, giving four grades of marks, having the values, 3, 2, 1, 0. That requires only two spaces across the page, the scholar's name being on the middle line, and the marks being placed below the upper and on the middle line, and below the middle and on the lower line. He regarded it essential to the best progress of pupils to give marks, and to give an estimate of every recitation. It rests upon a principle inherent in the human mind. If the clergyman preaches a good sermon, he wants his people to appreciate it as such. If a lawyer makes a good plea, he wants the jury and the judge to appreciate it. There is a desire in the human mind to have one's performances properly appreciated. A good man does not want his good over-estimated; but he does not want it under-estimated, because his good deeds may excite others to do likewise. The pupil wants his good deeds appreciated at their value. The system of records gives an opportunity for the teacher to do better justice, as a general thing. Perhaps in a single recitation one pupil has an easy portion of the lesson, another a hard one, and the feebler pupil may get the higher estimate. But the record is to continue through the quarter, and the estimate is to be made on the aggregate.

It is a matter of no small importance that the daily matters of the school should be recorded. A little incident may show the value of such a record.

A gentleman called upon Mr. Sherwin to ascertain the character of a person who had been a pupil in his school, and who was suspected of a flagrant crime; and as the record of his conduct showed that he had maintained a good character while in the school, he was not arrested. In the long run, justice will be better administered by a record for reference than without one. Mr. S. referred to an institution with which he was acquainted, where the pupil may be present at a recitation or not, being under no compulsion. They are put upon

their own responsibility, and no estimates are made of recitations. The consequence was, as he saw it, although none of the pupils were supposed to be under eighteen years of age, and some were as old as thirty, that one half spent their time in smoking instead of getting their lessons. The criterion was a diploma in three years. If I had a pupil, said Mr. S., thirty years old, I would give him a mark, and say, "Sir, you have done pretty well this time. I hope you will do a little better the next."

Mr. Stearns, of Boston, also agreed that some system of marking should be adopted in every school, and that system should be as simple as possible. The child should be made to feel that the record is one of simple facts; and even if he is blameworthy, he may be treated as if he had made considerable effort to do well. Mr. S. said there was a good deal of difficulty in regard to communicating with parents. In some communities parents will interest themselves very little in the matter, and in some cases they will find fault. Mr. Stearns gave a general description of his manner of keeping records, which was, for the daily recitations, by using small cards, with the pupils' names on them, a record being made of the whole once in a month.

Mr. Sherwin further suggested that there was a great evil in the way recitations are sometimes conducted, because all the pupils of a class are not called up every day on some part of the lesson. A student in some colleges, for instance, if called up on Monday and Tuesday, would be likely to suppose that he would not be called up at the recitation on Wednesday, and so, perhaps, would neglect his lesson. Whenever that course is pursued there is always a detriment. Therefore there should be more instructors, so that every pupil may recite at each recitation, or else the lesson should be made shorter, so as to secure the same object. If there is not time for each to go through with a proposition in mathematics, let one state it, another go on through a part, another take it up, and go on with it, and if there is nothing else for the last to do, let him say Q. E. D.

LECTURE BY REV. W. R. ALGER.

At 7½ o'clock, Rev. W. R. Alger, of Boston, was introduced as the lecturer of the evening. He spoke nearly an hour and a half on "*The World as a School, and Humanity as the Pupils.*" The lecture was listened to with the closest attention, and received the universal approbation of the audience.

At the close, the Association adjourned to a quarter before nine o'clock, Tuesday morning.

TUESDAY MORNING.

At the assembling of the Association this morning, prayer was offered by Rev. W. D. Smithett, of Boston.

The minutes of the proceedings of yesterday were read and approved.

The discussion of the subject assigned for nine o'clock was postponed till half-past nine, in order that the subject of the condition and management of the "*Massachusetts Teacher*" might be stated, attention having been called to it by Mr. Stone, of Plymouth.

THE MASSACHUSETTS TEACHER.

The President made a statement in response to the inquiry, that the reason why the Finance Committee had not made their report to the Board of Directors, from whom they receive their authority, was because, being appointed last January, their term does not expire till the end of December, when they pro-

pose to report. The *Teacher* is in a flourishing condition. Many subscribers have been received during the last year, though not a quarter of the teachers in the State now take it. The amount received for advertising this year will probably be more than twice what it was last year. Something like five hundred dollars has been paid on the debts of last year, and there are assets enough to pay the debts of this year and leave a small surplus.

Mr. Northrop, of Saxonville, spoke of the importance of a wider circulation of the *Teacher*. No good teacher will fail to have his name found on the subscription book; because in no other way can he keep posted up as to the best modes of teaching. He referred to a visit which he made in a remote part of Berkshire County, where he found the teacher had adopted the improved modes of teaching; and being surprised, and curious to know by what means she had made herself so familiar with them, he put several inquiries, as to whether she had attended the meetings of the Association, or of the Institutes, or had attended a course of instruction at a Normal School. As she answered all these inquiries in the negative, his modesty prevented his further questioning; but the solution was found when he discovered lying on her table copies of the *Massachusetts Teacher*.

Mr. Parish spoke of the efforts Mr. Northrop had made in going through the western part of the State to visit schools and enlist an interest in the *Teacher*. The *Teacher* was, in his opinion, a most important aid, and said that in their Hampden County meetings, they never fail to speak of it and urge teachers to subscribe for it. Mr. Parish suggested several modes by which teachers can help the circulation of the *Teacher*, and also assist in making the matter it contains better and better. If one is not qualified to write for it himself, he can at least ask questions respecting the difficulties to be removed.

Mr. Hammond, of Groton, made some suggestions as to the importance of sustaining the *Teacher*, and in conclusion offered the following resolutions, and moved their reference to a Committee.

Whereas, by the recent benefaction of the State the Association has been placed under special obligations to improve the character and extend the circulation of their journal, so as to meet the wants of our profession and of the State, which has now become our patron,

Therefore, Resolved, That the *Massachusetts Teacher* shall be hereafter conducted according to the following principles or regulations:

1. At the first meeting of the Board of Directors, held after the annual meeting of the Association, it shall be their duty to appoint twelve persons who shall constitute a Board of Editors, and a committee of five persons, who shall be called a Publishing Committee.

2. The Board of Editors shall have the entire control of all matters belonging to the literary department of the *Teacher*, and they may select from their own number, or from the members of the Association, some suitable person, who shall be a Resident Editor.

3. It shall be the duty of the Publishing Committee to make all contracts, to solicit funds and subscriptions, and make collections; to keep an accurate account of all the receipts and expenditures relating to the *Massachusetts Teacher*, and make annual report thereof to the Association at its annual meeting.

Whereas, the sum of three hundred dollars has been appropriated annually by the State to aid this Association in the special object of publishing its journal; and whereas the sum of three hundred dollars has been annually appropriated for other purposes of a general nature, therefore,

Resolved, that no part of the general income of the Association shall be appropriated for defraying the expenses of the *Teacher*, unless such appropriation shall be recommended by the Board of Directors, and sanctioned by the vote of the Association at an annual meeting.

The discussion of the resolutions occupied considerable time, and the subject assigned to be taken up at half-past nine, was further postponed till ten o'clock, at which hour the resolutions of Mr. Hammond were still undisposed of, and were laid on the table.

On motion of Mr. William E. Sheldon, of Abington, ten minutes before twelve o'clock was assigned as the time for the choice of officers for the ensuing year.

DISCUSSION.

At 10 o'clock, the Association proceeded to the consideration of the question assigned for that hour.

Subject, "*What are some of the most efficient agencies of a Judicious School Government?*"

MR. STONE'S REMARKS.

A. P. Stone, of the Plymouth High School, in opening the discussion, said: I recollect that on a certain composition day, a fellow-pupil who had spent some anxious hours on his exercise without being able to produce anything which he was willing to submit, was told by the teacher, "Your topic is too broad. What would you think of a sportsman who should shoot into a hundred acre lot, hoping to kill something, somewhere? Confine your thoughts to a single point, and your difficulty will be removed." I have been reminded of that incident, Mr. President, in endeavoring to collect a few thoughts upon the topic now before us. The judicious management of a school, and its most efficient agencies, lead to a field for discussion very broad indeed.

I consider a school judiciously governed where order prevails; where the strictest sense of propriety is manifested by the pupils towards the teacher, and towards each other; where they are all busily employed in the appropriate duties of the school-room, and where they seem to be under the influence of the teacher as a leader and guide, but not as a driver. There is some difference of opinion as to the degree of stillness possible or desirable in a school. Some teachers and school officers are so nervous, so fastidious, and fidgety, that they regard the slightest noise as blameworthy. Others look upon a little occasional noise as allowable, and, oftentimes, necessary. In a machine shop, or cotton mill, the rattle of the machinery is not considered annoying, because it necessarily grows out of the business. So in a busy school, there will be the slight noise of industry, like the hum of the bee-hive, that seems unavoidable, and, perhaps, unobjectionable. We all agree, however, that for a still school, all unnecessary noise must be excluded.

How to govern a school, is a vital question to the teacher, yet not to all teachers alike. An assistant teacher, or one who has a small, select, private school, may never be called upon to consider the question of government in the same light as does the teacher of a promiscuous school of a hundred, or several hundred pupils. We have all heard teachers remark, "I like to teach, but not to govern." Now, I think, Mr. President, that every teacher should have something to do in the government of the school, or of the classes, at least. I cannot do justice to myself as a growing teacher, or to my pupils, in developing their characters, if I do nothing but hear their recitations.

It is very difficult for one teacher to tell another how he governs his school. A friend once applied for a situation in a Boston school. "Can you govern that school?" asked the Chairman of the Committee. "Yes." "How?" "I can't tell you." "Who says you can govern?" "I say so," replied the candi-

date. The examination ended. The Committee, satisfied with his confidence in his own ability, wisely omitted details. That teacher was successful. The grand secret of governing is to do it without seeming to govern. The machinery of government should be kept out of sight. Let the teacher commence his work in such a manner that his pupils shall see, that what is right and proper is expected as a part of their duty, and what is wrong and improper will not be allowed at all. It is dangerous business for a teacher to write out, and read to the school, a code of rules all in the imperative mood. It used to be done, and is now by some, but such rules cannot always be carried out, and when they cannot, the government is good for nothing, and amounts to nothing. Cautionness in this respect is, therefore, a very important agency in judicious school government.

The first impressions made by the teacher upon his pupils materially affect his success. He should, therefore, be *gentle, polite, and obliging*. A teacher who is boorish, uncouth, and vulgar, will not secure the sympathy of his pupils, and will not govern them easily. I once knew a troublesome boy who was the pest of the school and of the neighborhood. He had a savage delight in "vexing the teacher," and seldom did a day pass without trouble with him. At length a new teacher entered the school. Days and weeks passed without any of the conflicts formerly so common with this old offender. A schoolmate asked the reason of this wonderful change. His reply was, "That teacher is a gentleman. When I am wrong he tells me of it, and corrects me; but does not attempt to annihilate me. Bad as I am, you do not suppose me *mean* enough to give him trouble?"

The teacher must be *consistent*. He must regard the feelings, the faults, and the failings of his pupils. I have great confidence in young people as reasonable beings. The person who stands behind the pupil — the parent — is often more unreasonable than the child. The teacher should be reasonable with his pupils, especially in his reproofs and punishments. The habit of whispering, for instance, is a source of much evil in school, and unless checked or eradicated, especially if the school is large, will thwart the best efforts of the instructor. But the teacher who represents whispering as a heinous crime, as much so as rebellion against the authority of the school, and worthy of punishment in the house of correction, commits a fatal mistake. Whispering in school is a pernicious habit, an offence, and should not be allowed; but it is not the *greatest crime* that can be committed there. It is not reasonable to represent it as such. Unreasonable reproofs and punishments are the source of much trouble, and of many failures in school government. Many a teacher in such cases, for the want of a discriminating judgment, often finds himself in the predicament of the redoubtable knight in his well-known contest with the windmills. Another important agency for the teacher is the ability to know the material upon which he works; the dispositions and peculiarities of his pupils. He cannot adapt all his pupils to the Procrustean bed, stretching those that are too short, and chopping off the extremities of those that are too long, until they are all of the same length. In governing a school, as elsewhere, there must be a fitness, an adaptation of means to the end. Several pupils may have the same faults, or may have committed similar offences; but it by no means follows that the correction, reproof, or punishment needed will be the same. Their temperaments, their sense of right and wrong, the temptations under which they acted, and other circumstances, must all be considered. The teacher must know his pupils — their peculiarities, the influence they are under at home, and in the street — and adapt his methods of government and discipline to the peculiarities of each case. The artist who makes his mould in clay, uses not the same implements as does he who works in marble.

I do not purpose to go into a protracted discussion of the subject of punishment. I may say, however, that I am not upon the extreme wing of moral suasion; but I believe that punishments, however unpleasant and undesirable,

are sometimes necessary in school. But we do not differ so much in regard to the necessity of punishment, as to the mode of administering it. I cannot say as my friend Mr. Parish said yesterday, that I will never punish another pupil in the school-room, but only in private. There are cases, it seems to me, where the correction should immediately follow the offence, in order to be salutary.

Mr. Parish. I intended to say that I never did punish with a rod in *my present school*, and before *my present scholars*; and I think that the school, as now constituted, will never need anything of the kind; I do not believe in punishing with a rod *in presence of the school*. The influence is degrading.

Mr. Stone. I did not suppose Mr. Parish would discard the rod wholly. I, too, would like to avoid its use in presence of the school. Indeed, I have not so used a rod, literally, for a year and a half; but I have used various other punishments. I have pupils whom I could not reprove or punish in presence of the school, without inflicting an injury that could never be cured. They would undergo a kind of martyrdom, were I to do it. I have others who sometimes need, as I think, a reproof in public; a private correction would not always answer the purpose. To know when and where to correct pupils, is, therefore, a very important matter for the teacher.

There are some other agencies which are very important, but it would consume more time than belongs to me, to dwell upon them at much length. They can be examined but briefly.

An ability to disarm pupils of prejudice and hostility, is a very happy faculty in a teacher. It is also a rare faculty. Physical ability and sternness of countenance alone, cannot govern a school. The coöperation of the pupils is necessary and must be secured. The ship-master, who governs his crew by main strength, will tell you that it wears upon his health and spirits; that his sailors care more for their wages than for his good-will, and will desert him in foreign ports. The teacher must be enthusiastic, fond of teaching; and his interest must be seen in his work. They who teach for pay merely, or because they can do nothing else, will not be earnest teachers, and they have not within themselves the elements of success.

Freedom from ambition to assume and to exercise too much authority, is another efficient agency. Teachers are frequently too jealous of their authority; and become imperious and repulsive. In their over-anxiety to govern, by forbidding offences before they are committed, they suggest transgressions to the pupil, who otherwise would never have thought of them. All teachers must expect many provocations, but must, nevertheless, be forbearing.

The teacher's character should have a decided moral tone. He will then stand high in the estimation of his pupils, and will govern by a kind of magnetic — an unseen influence. From his own personal influence his pupils will soon become imbued and impressed with a sense of right, and with such a degree of conscientiousness that will lead them to govern themselves — one of the most desirable objects he can hope to attain. We were told in the lecture last evening, that faith is one of the great lessons of school and of life. The teacher, in order to succeed, must have and exhibit unwavering faith in his ability to govern his school. The coöperation of parents must be secured, by convincing them that you are the earnest friend of their children, and earnest in your efforts for their improvement and welfare. Where parents are convinced of this, they will sustain the teacher in all reasonable and wholesome discipline. A favorable state of public opinion is also very desirable. To a certain extent it is in the teacher's power to shape public opinion in this respect, and, most certainly, it is always for his interest. When the public generally feel their responsibility in regard to their schools, and manifest a lively interest in their improvement; when they point to them as the pride of their village or city, and the fountain of good influences to their children and to the world; then the teacher has, in his behalf, an agency that is enviable indeed.

REMARKS OF MR. KIMBALL.

Mr. J. Kimball, of the Dorchester High School, in further discussion of the subject, spoke as follows:

The subject of the judicious administration of a school is one of the most important that can engage the attention of every well-wisher to the community, whether we consider the amount of interest society at large has therein, the numberless parental anxieties affected by it, or the lasting impressions for weal or for woe that are by it ineffaceably imprinted upon the minds of our youth.

If, then, on occasions like this, we consider again and again such topics as the present, let it not be considered tedious that similar thoughts are introduced and enlarged upon, for it is by the different presentations of our own experiences that we collect in the most effective manner, the material out of which to educe correct theories of school government, or by which, as precedents, to guide ourselves in the path of professional duty.

In regard to what constitutes a judiciously managed school, a great variety of opinion exists, even among teachers themselves. A very successful teacher of my acquaintance, now in the West, gave as his ideal of a school that he would like to teach, one composed of a large number of boys from all possible classes of society, to be seated together, and accustomed to move with military precision at the word of command for recitation, recreation, and dismissal — one in which punishment followed close upon transgression, where no idler could escape judgment, no laggard be endured. He was a very successful disciplinarian, highly esteemed by his pupils and their parents.

I have a friend who manages his school on principles far removed from this perpendicular strictness; who is animated, active, energetic; saying the prompt word at the moment; of much impulsiveness and humor, tempered with excellent common sense and judgment. Emphatically his school is managed by his personal influence — in fact, by what I may call his inspiration; whether one day shall be like another, is a question about which he does not trouble himself. About trifling offences he is not inclined to make a great ado; but setting before himself the main point of *progress*, he concentrates his entire strength thereupon, so that, catching his spirit and coming fully within the circle of his sympathy, his pupils essay so much which is important, that their diligence and fervor scarcely need to be reminded that such a thing as discipline exists. But his is not one of those still, constrained schools, that impress the visitor with a mental chill. Good order there certainly is, and the diligence of study alternates with energetic recitations. Though very unlike the former, no one could hesitate to say that such was truly a judiciously governed school. And thus there may be many schools *variously* managed, yet all well managed.

I was much pleased with the definition of a judiciously governed school, given by the gentleman who preceded me, (Mr. Stone,) and will repeat the one that had occurred to me this morning before listening to his remarks, to show how nearly the views of teachers may coincide on this point.

A judicious school government induces and easily sustains good habits of study, personal propriety, and a careful regard for school regulations.

The agencies to bring about this state of things are two-fold, viz., *external*, and those *within* the school-room; to each of which let me ask your attention.

No teacher can assume that he "is the people, and wisdom will die with him." We are all influenced by the external circumstances which aid or oppose us. We need particularly the support of good school supervisors. There are all varieties of men placed upon School Committees in this State. Some are of high and liberal culture, and of much experience in school affairs, as well as deeply imbued with the general lessons of human nature. Others are practical men, understanding matters of finance, construction, ventilation, heating, and business in general. A third class possibly think they embody the excellences of both with the deficiencies of neither. Now the support of a varied School Com-

mittee is one of the strongest on which the good order of a school can lean, and he is a fortunate teacher who has connection with such men as have the intelligence and moral courage and common sense adequate to make them good advisers.

The coöperation of parents is another agency of much value, and in this I fully agree with the remarks of the gentleman who has just spoken. Our influence over them must be acquired, not by being all things to all men, in the inferior sense, but by a strong determination to do the best for our charges that we can. We must, if possible, convince them that not our stipend alone interests us, but that our aim is to advance the true interests of their children.

Other agencies from without might be referred to, but I omit them to speak of what may be called *Internal Agencies*.

These are, perhaps, the most important for us to consider, and by these are intended those springing from the teacher, and connected with the school-room. Prominent among these is the teacher himself.

We all know how influential are some instructors over their pupils and the community. Give them but the raw material, and they will work wonders. Such are *born*, not *made* for the places they occupy. Others are powerless, and in adopting our profession have certainly missed their destiny.

Every one of us, then, is conscious that the individual *man*, aside from all other considerations, has much to do with success in school administration. There are Napoleons in the field of teaching, as well as of war — men who would become successful therein against all untoward circumstances. Such show in its highest aspect the importance of the individual teacher. These are not they who expect a life of comparative idleness, who are always expressing their desire to do something else, while showing plain distaste to their present positions. These are not like the teacher who would rather have slept away the years of his school life, and whose main idea would seem to have been that of repose. That the teacher should exercise himself in self-culture and duty towards his pupils, with constant energy and industry, and lead by his example as well as impress by his *precepts*, may safely be said to accomplish great things towards a judicious school government. On the other hand, he who gives the impression to his school that he uses his present business as a stepping stone to something better, and really is insincere in its duties, deprives himself of one of the most powerful means for well administering his little commonwealth.

In entering upon the duties of a new school I think it a judicious and desirable measure to acquaint the pupils with one's ideas of school management, and thus, as far as may be, enlist their confidence and coöperation. The objects to be accomplished and the necessary measures, well stated, go far towards putting things on a right footing at once. This coöperation being once intelligently secured, by a steady pursuit of the same open policy many misunderstandings in reference to subsequent acts may be prevented, and the easy obedience of the pupils gained.

To the furtherance of good management it is also necessary to recognize fully the moral sense of every youth under our charge. Not less in the cases of those drawn from the lowest ranks of society, and even from the haunts of vice, than in the more favored children of fortune or refinement, must this be regarded. Although different appliances must be brought to bear upon the one than upon the other, they are both the creation of a common parent, and the teacher who ignores this faculty deprives himself of one of the strongest agencies which can be brought to bear upon the school.

Much is said and said well of the importance of a gentlemanly and courteous bearing towards scholars. In this connection let me advert to the propriety of personal kindness in carrying out good government in school. Not that kindness which wastes itself in unmeaning commendation, but that other aspect of it which converses with the young upon their future aims, which suggests the realities of life, with its temptations and repulsions, which counsels them as those

who will soon be men and women, and calls upon them thus early to improve every opportunity, since their utmost preparation can be none too extensive for the realities before them. More than one thoughtless boy has been brought to diligence by a proper presentation of the consequences thus dependent upon his present moments, and has shown to his teacher and the world talents and results otherwise unanticipated.

Vigilance is another important agency in judiciously governing a school. If "eternal vigilance is the price of liberty," no less must it be exercised here. Every teacher has his hours of personal fatigue, or, it may be, of debility. The wearied brain craves repose; the pained limbs seek for relief; and at such times we are likely to feel that some indulgence is our due. But just at such moments the spirit of disorder, if ever, is abroad. Let the teacher see written on all about him "vigilance;" for it is when you are weak that the idle and the troublesome are strong, and the relaxation of minutes may prepare the labor of hours.

Promptness in perfection of any conceived measure is another important prerequisite in good government. Doubly valuable here is the principle "not to put off till to-morrow what ought to be done to-day." Some valuable thought, suggested by a passing occurrence, strikes you. If seized upon and followed out, the results may be most happy. A distinguished poet always had by his bedside materials for writing, so that not a thought or a felicitous conception might be lost, but noted for future use. So should the teacher constantly note down the suggestions of passing experience, that these may not fly about and be blown away, but take upon themselves forthwith a tangible shape, and act their part in carrying out more effectively the best aims of the teacher.

Another important adjunct to good management is, carefully to distinguish between things wrong *per se*, and those so conventionally. Whispering has been alluded to as one of the pests of school. It is doubtless so — one of those annoyances that take hold upon the nerves in the most unpleasant manner; and yet it is no wrong in itself. We may not speak of it as a crime, as we do of another class of offences. It is a violation of a good rule established for the benefit of all, but should never impart to a boy a character *essentially* bad, like swearing, stealing, or lying; for this would be perpetually to confound in the young mind the great distinctions established by God himself, and instead of aiding the instructor in obtaining a moral hold upon the consciences of his pupils, would tend to prevent them from attaining that sensibility to the monitions of our internal director which all should so assiduously cultivate.

To conclude, a proper application of penalty when it is needed is one of the prominent agencies in good school administration. The infliction should take place when removed from the causes of excitement, and not in presence of the school. Thus is avoided all tendency on the part of rogues to caricature attitudes and aspects, as they sometimes will, all determination to "stand out" on the part of the offender, the hardening influence too often induced in the sensibilities of the other pupils, and the shame arising from public disgrace — a shame much more likely to hinder than to help subsequent good deportment. Though concurring in the sentiment that, under some circumstances, the apostolic direction of "rebuking them that sin, before all, that others also may fear," is good, yet nothing is more likely to be pushed to excess among our profession than favorite Scripture quotations, one of which I would gladly wish this might never become. Let the penalty then be exacted *as* a penalty, in all kindness and firmness, and do not, by a public exposure, oblige the offender to undergo double punishment in the taunts and jeers of ill-natured companions, who may imitate in the play-ground or the street whatever may be thought to aggravate his mortification and disgrace.

Mr. President, allow me to apologize for consuming so much of your attention and that of the Association, and thank you for the patience with which you have listened to my hastily arranged remarks.

CHOICE OF OFFICERS.

Mr. Page, of Boston, from the committee on the nomination of officers for the ensuing year, reported a list, and the report was accepted.

On motion of Prof. Crosby the Association proceeded at once to the ballot for officers, and the following gentlemen were chosen :

OFFICERS FOR 1857-58.

President — Daniel B. Hagar, of West Roxbury.

Vice-Presidents — Thomas Sherwin, Suffolk ; Benjamin Greenleaf, Essex ; C. C. Felton, Middlesex ; Levi Dodge, Norfolk ; William E. Fuller, Bristol ; Marshall Conant, Plymouth ; Sidney Brooks, Barnstable ; William Russell, Worcester ; Joseph Haven, Hampshire ; Mark Hopkins, Berkshire ; Charles Barrows, Hampden ; T. L. Griswold, Franklin ; N. G. Bonney, Dukes ; James M. Bunker, Nantucket.

Recording Secretary — A. M. Gay, of Charlestown.

Corresponding Secretary — John E. Horr, of Brookline.

Treasurer — B. W. Putnam, of Boston.

Counsellors — Charles Hammond, Groton ; John Kneeland, Roxbury ; A. P. Stone, Plymouth ; Homer B. Sprague, Worcester ; Samuel J. Pike, Somerville ; George Allen, Jr., Boston ; James A. Page, Boston ; J. S. Eaton, Andover ; Jonathan Kimball, Dorchester ; William E. Sheldon, E. Abington ; C. C. Chase, Lowell ; Ariel Parish, Springfield.

The announcement of the result being made by the committee to count the ballots, Mr. Hagar, the reëlected President, stated that though his announcement that he should decline a reëlection was made in all sincerity, yet there were reasons urged upon him by his friends, which had induced him to consent to discharge the duties another year. While pledging himself to do so, he felt constrained to say that a large majority of the Association had not, during the past year, manifested that degree of interest in the labors to be performed which was expected of them, especially with reference to making the "*Teacher*" what it ought to be — the best educational journal in the world. The work, he took occasion to admonish the Association, was not the work of the officers alone, nor of a few individuals, but of a whole class, which ought to comprise all the teachers in the State. He concluded by expressing the hope that they would all work together, feeling that they were doing a good work for the State, and doing what they could to elevate the profession of teaching.

The Association adjourned to half-past one o'clock.

AFTERNOON SESSION.

At the opening of the meeting in the afternoon, the resolutions offered by Mr. Hammond were taken from the table and referred to a committee, consisting of Mr. Hammond, of Groton, Mr. Kneeland, of Roxbury, and Mr. Philbrick, of Boston.

DISCUSSION.

The first matter in the regular order of arrangement was the discussion of the following subject :

"The expediency of establishing in our cities and large towns a few very large Grammar Schools, in place of the more numerous smaller schools now generally in existence."

REMARKS OF MR. STEARNS.

Mr. Josiah A. Stearns, of Boston, commenced the discussion as follows :

The conditions which are important, in reference to securing a good school,

are three. Quietness, or an opportunity for quiet application; a judicious classification; and a proper supervision. We should naturally look for that degree of quiet which is favorable to study in a small school, and for superior classification in a large one; and if we judge from the past, perhaps we should not look for faithful supervision anywhere. At least, it cannot be expected outside of the school-room. If by a large school is meant a great crowd in a small room, I should say that such a school would not be as favorable for study as a small school. The mere presence of many is destructive, on account of the liability to interruptions and to occurrences that take the attention. When two or three recitations are going on in a room, it seems almost impossible, where there are two hundred or more on the seats and ninety on the edges, that there could be any opportunity for study, especially if there are several recitations going on at the same time. I have been told by pupils, under such circumstances, that it was impossible to study, and as they could play better there, they preferred to do the studying at home. Those of us who have taught in country schools have felt the disadvantage of a want of proper division of labor. I think I have had as many as eighteen classes; and it was expected by the Committee that every class would be heard, each day, and perhaps a majority of them twice in a day.

No teacher can teach to any good purpose with such a classification. On the principle of a proper division of labor, a teacher should be able to confine his attention to a few things.

With regard to supervision, few committee-men have sufficient time to give to the subject. They come in and go out, and judge rather by impressions than by any actual knowledge they have of the school. If the school is small, the supervision must emanate from the School Committee, or from the Superintendent. But in large cities, if there be but one Superintendent, he has too little time to give to each school. If a system can be devised whereby we may combine the advantages of small schools and large ones, where we can get quietness and classification and supervision, each in their highest and best sense, that is the system of all others to be adopted in our cities. I believe this has been done in some instances. The house which I occupy will seat something over 800. We have fourteen rooms. There is a large hall, also, where the whole school may be brought together, if necessary. The building is ninety feet by sixty, having an entrance on each side of it. Halls run across the building upon each floor, so that the rooms are corner rooms and are well lighted, and each room is, in some sense, a separate school, the teacher being as free to manage those in his room as though the rooms were separate buildings a mile apart. The walls are brick and the doors thick, so that what is going on in one room does not interrupt those in another. The classes are all under the supervision of the master, who can go from room to room daily and understand just how the classes are progressing. I am in the habit now of hearing every lesson. I make an assignment with each teacher to go so far with each study, and when that is done I go and see how it is done. My experience convinces me of the necessity of doing it, although I have very good assistants.

As to the economy of this plan, it does not cost so much to erect one large building as many, for the accommodation of the same number of pupils. The difficulty from the changes of scholars are diminished by our system. Both systems have been tried in Boston.

REMARKS OF PROF. CROSBY.

Prof. A. Crosby said that the *old-fashioned red school-house*, twenty feet square by six or seven high, had nearly disappeared, and in the place of it we find, not the school hovel, but the school palace, rising three or four stories of impressive architecture, even above the surrounding houses, as if to speak of the prominence which education ought to have in the eyes and hearts of all. No one who has witnessed the progress of education in Massachusetts, for a few years, can

doubt the expediency of bringing small schools into large ones. The reasons have been already suggested.

The mode of classification so as to secure more time for recitations and enable the teacher to come into communion with the thoughts of pupils, and call forth their affections, has been greatly improved. In this way a better government is also secured. Before, there was a difficulty in adapting the modes of discipline to the different ages and attainments of the school. There is an important advantage in the privilege of promotion by the new system also. Corporal punishment and the severity of school discipline have also been lessened.

But the method of bringing all the pupils of a school into a single room, which is still continued in many schools, is a defect in the present system. On this system the pupil does not feel an immediate responsibility to any one in particular. He recites mainly to an assistant, and still looks upon the assistant as not having authority over him, and considers both alike responsible to the Principal, about whom he knows but little, except that he sits on the platform, and once in a while talks to him, or calls him up when he does not behave well.

If the system of consolidated schools is adopted, there should be as many rooms as there are teachers, except that the Principal should have one in the room with him; and the whole school, pupils and assistants, should be under the superintendence of the Principal, and each teacher should have the management of his or her department, so that the pupils should feel their responsibility directly to the assistant.

Another defect that still exists, is, that there is a frequent change of teachers; one teacher having the first elements to teach, and another taking the class when a little advanced, and then another, and so on. It would be better that each teacher should take a class and go through all the stages, and advance from room to room with it; and when the highest class is reached, the teacher should go back and begin with a new class again.

Another defect is, that upon the result of examinations for promotion the reputation of the pupil and teacher both depend. Because each teacher labors to have the pupils prepared on those topics upon which they are to be examined, and drills them upon the questions that are to be asked, while others are neglected. The consequence is, in many cases, that the pupils do not advance as much in seven years as they might in three. In some of the city schools, the pupils have not made nearly as much progress as they make in our common district schools. In one city which is eminent for the excellence of its schools, there are many grades. In one grade they learn the elements of reading, but no geography, though they might just as well, or be learning something about arithmetic. Written arithmetic does not come up till they reach the fourth grade. I went into one of the fourth grade schools and the teacher told me that the class had that day taken their first lesson in written arithmetic.

I had the curiosity to ascertain the age of the class, and found the average age was eleven years and nine or ten months. I asked the teacher, who was an admirable one, if that was a wise system. "No, but I can only do the best I can while they come to me." My own impression is, that there is a great loss of time, of influence, of affection, of character, a great loss in all respects almost, from this process of mechanical elevation and frequent change of teachers, and this drilling for examinations.

In the large schools there is too much mechanical treatment of pupils, not considering them as Lucy and John, but as No. 1 and 2 on the book. There is such a perfection of discipline as to shut out the sunlight of affection; but no school can be properly conducted without being under the sway and principle of pure love, any more than we can conduct our meeting without a ray of light from the sun.

The first aim in school government should be to bring the pupils under the influence of the higher motives, so that they shall be led to govern themselves. If the higher motives will not succeed, then come lower, and then lower still, if necessary; but never come down to any motive that is positively wrong. It

seems to me the teacher should first appeal to the higher motives, and he should go into the school and treat the pupils as he would brothers and sisters, taking it for granted until proof is given to the contrary, that they will do right, and be ready to receive him with affection, and to receive those high motives which influence him.

Mr. Hammond, from the committee to whom the resolutions presented by him were referred, reported that the committee were unanimous in recommending the adoption of the resolutions, rejecting the preambles.

The report was accepted, and after some discussion on the question of their adoption, they were laid on the table again, and subsequently, on motion of Mr. Philbrick, they were indefinitely postponed.

LECTURE BY B. W. PUTNAM.

The President stated that it was deemed a duty, on the part of the Association, that there should be one lecture during its sessions, more especially relating to the duties of parents. The lecture of this afternoon would be of that character. B. W. Putnam, of the Quincy School, Boston, was then introduced, who gave an exceedingly interesting and valuable lecture on "*The Responsibilities and Duties of Parents.*"

At the close of the lecture the Association adjourned to seven o'clock.

TUESDAY EVENING.

The meeting having been called to order at the appointed time, Mr. James S. Eaton, of Andover, presented the following resolutions, with reference to the decease of Mr. S. W. King, of Lynn.

Whereas, Since the last meeting of this Association, one of our number, Mr. Samuel Warren King, of South Danvers, for nearly twelve years a teacher in Lynn, has been removed from among us by death,

Resolved, That we, the members of the Massachusetts State Teachers' Association, have received with sincere sorrow, intelligence of the decease of our late worthy and esteemed associate and fellow laborer, Mr. Samuel Warren King, who was an early and devoted member, and a useful officer of this Association, and for twenty years a faithful and successful teacher, and that we will cherish with gratitude the memory of his services to our profession and to the cause of education, of his example as a teacher, and of his virtues as a man.

Resolved, That the Secretary of the Association be instructed to communicate to the surviving relatives of our deceased brother, a copy of these resolutions.

Mr. Eaton said he would not make any extended remarks respecting the deceased, but as one who had partaken of his hospitality and enjoyed his friendship, he was prepared to say that the resolutions but feebly presented his views respecting the loss of Mr. King. For twenty years he was a member of the Essex County Association. We now miss his counsel and the genial influence of his presence. We most sincerely regret the loss of the man to Essex County, to this Association, and to the general cause of education.

Mr. Philbrick seconded the adoption of the resolutions, and bore testimony to the excellent character, the high moral worth, and elevated professional aims of Mr. King. The Association would do well to cherish the memory of his services, of his example as a teacher, and his virtues as a man.

The resolutions were unanimously adopted.

Mr. Philbrick then offered the following resolution, sustaining it with earnest and forcible remarks.

Resolved, That it is the duty of every teacher to take and read some educational journal, and that this Association recommend first and foremost to the teachers of this Commonwealth, the *Massachusetts Teacher*.

Mr. Northrop, of Saxonville, seconded the resolution, and sustained it by a reference to some facts in regard to the influence of the *Teacher*, which he had witnessed in the western part of the State.

The resolution was adopted.

The following resolution was also offered by Mr. Philbrick, and adopted.

Resolved, That the *American Journal of Education*, edited by Henry Barnard, LL. D., is a publication eminently worthy of the patronage and cordial support of the members of this Association, and that we confidently commend it to teachers and the friends of education generally.

LECTURE BY HOMER B. SPRAGUE.

At half past seven o'clock, according to assignment, a lecture was given by Homer B. Sprague, Principal of the Worcester High School, upon "*The Nature and Importance of true Eloquence.*"

Mr. Parish, of Springfield, then offered the following resolutions with reference to the decease of Mr. Parmenas B. Strong, one of the Vice Presidents of the Association.

Whereas, Since the last meeting of this Association, Mr. P. B. Strong, of Springfield, has been called by death from his earthly labors,

Resolved, That we recognize, in this event, an overruling Providence, teaching the uncertainty of life and all human calculations; that in the loss of this prominent member and officer of this Association we express our unfeigned sorrow, that in the midst of his usefulness in his profession, he has been thus suddenly called away.

Resolved, That we recall with lively satisfaction the many excellent traits of character which he possessed, and which were every where conspicuous in all the relations and employments of his useful life.

Resolved, That we hereby tender to his family and friends the sympathies of this Association, and offer our assurance that we deeply appreciate the irreparable loss they have sustained.

Mr. Parish took occasion to call the attention of the Association to some of the circumstances connected with the death of Mr. Strong, and to pay a deserved tribute to his memory. Few men, he said, ever had such a hold of his pupils as he had. No one could point to a person who ever had a hostile feeling towards him. Few men were so genial in spirit, and so ready to entertain their friends, whether in the street or in the parlor, as he. At the same time he always bore within him a Christian spirit. Had he lived, he would have been a marked man in the Association. It was therefore no ordinary loss that was sustained in his death.

Mr. Hammond, of Groton, seconded the adoption of the resolutions, and also spoke in a very feeling manner of the excellent qualities of Mr. Strong's character, both as a teacher and as a man.

The resolutions were unanimously adopted.

CLOSING RESOLUTIONS AND REMARKS.

Mr. Stone, of Plymouth, presented the customary resolutions of thanks, prefacing them as follows :

The hour of the evening reminds us that we must bring the exercises of this interesting meeting of the Massachusetts Teachers' Association to a close. And as we shall, with the early morning hour, be on our way to our respective homes, it seems appropriate that before we separate we should make some acknowledgment of the kindness we have experienced here in this city. I have therefore prepared some brief resolutions, which I will read :

Resolved, That our most hearty thanks are due, and are hereby cordially tendered to those gentlemen who have favored us with lectures at this meeting ; — to the following Railroads, viz : the Old Colony & Fall River, the Cape Cod the Taunton & New Bedford, the Taunton Branch, Boston & Providence, the Boston & Worcester, and the Western, for their reduction of fare on this occasion — a favor so highly acceptable at this time ; — to the City Government of Fall River for their invitation to the Association to meet in this city, and for the free use of this Hall ; — to the School Committee of Fall River for their generous welcome in behalf of their board and of their schools ; — to Mr. J. B. Pearson, of this city, Chairman of the Local Committee, and to the other members of the Committee, and to the teachers of Fall River for their unwearied efforts to make our brief sojourn here a pleasant one ; — to the Young Men's Christian Association for the freedom of their rooms, and to Mr. Battelle for an invitation to use his Reading Room ; — to the citizens of Fall River for the generous hospitality of their homes, which have been so kindly and so liberally opened for our entertainment, comfort, and delight.

I would not mar the impression of the lecture to which we have listened on this occasion, or trespass upon the time of this waiting audience ; but as an individual, and in behalf of others, I desire to say that this meeting of the Association has been a profitable one. Many of us, myself among the number, have come here for the first time ; and I believe that as we go forth to our homes, our recollections of this city, of this meeting, and the hospitalities of the people, will be lasting and pleasing. Those of us who have looked around this city and over the bay to Mount Hope, do not wonder that Philip, the Chief of the Wampanoags, made his home on that mountain. And we do not wonder that the people of Fall River rank their city among the best and pleasantest cities of the State. I trust that the citizens of this place will understand, by the cordiality with which these resolutions shall be adopted, that this meeting is no common one. In plain language, this is the place where we workmen in the schools come to grind our axes, to sharpen our tools, to have a mutual interchange of opinion, to take each other by the hand and encourage each other, and get good. We always go home from these meetings feeling that our time and money have been well spent ; and it is no stereotyped phrase with myself when I say that our impressions here have been such as will make this a noted meeting. We certainly feel under lasting obligations to the people of Fall River for their efforts to make our sojourn here a pleasant one.

The resolutions were unanimously adopted.

Mr. John Westall, in behalf of the citizens of Fall River, responded as follows :

I have been requested to say a few words on behalf of my fellow-citizens in response to your resolutions. I do it with considerable feeling of distrust, espe-

cially after the lecture, which has portrayed the elements of eloquent and successful speech.

Permit me, then, in my rude way, to say the few words that I have. It would have been pleasant to us if the visit of the teachers to this place could have been made in a rather more genial season, when the landscape could have shown itself in its summer garments, when our bay could have welcomed you better than I fear the cold November morning did. But I trust that whatever be the climate, you will always find that the people have the summer in their hearts, — the summer to welcome the teachers of Massachusetts always to their firesides.

The relation of teacher to parents is one of the most important upon earth, where the ties of consanguinity and those almost dearer ties of love are not the paramount ones. For the teacher is the right hand, in some respects, of the parent. Not that the teacher is to supersede the parent in the performance of his duties, but to assist him in their faithful performance. For that the schools were first introduced into the Plymouth and Massachusetts colonies; for that they are here to-day; for that they are planted alike upon the shores of the Atlantic and the Pacific; and for that they are to exist to make our government perpetual, if it is to be perpetual. For not alone will either be successful. Neither can supplant the other. The father and mother have duties to perform to the child, which can never be delegated to others, and it never ought to be attempted. They are the first teachers that the child comes in contact with. Their impressions begin — I was going to say, before the child sees the light; I think it is true. Their duty is always going on, and cannot be transferred. We want them to perform that duty as perfectly as possible; and then comes in the hand of the teacher to help them accomplish the work.

And what is to be done? To make men and women. Noblest titles on earth! When the artist Holbein tumbled the nobleman down stairs, and the nobleman went to Henry VIII. to complain, the king replied, "Remember that of seven peasants I can make as many lords, but I cannot make one Holbein." It is to perfect men and women that the parents and teachers are to be co-workers. It is, then, a privilege to welcome the teacher to the home of the father and mother, and encourage him in his good work.

I trust that the coming of your Association to our city will quicken our pulses in this work. It will lead us to visit the school-room oftener, to be more faithful and active in the selection of officers to take charge of schools, and to come up higher and higher as American citizens in this branch of duty.

We need, as the speaker (Mr. Alger) suggested last evening, the energy, the submission, the faith and love in all our works. We need, as was said this afternoon, to come up more fully and faithfully to our work, and then we need, as was said to-night, to set the music of our hearts to noble words. And when this is done we shall realize in some degree what our country asks us to be; for it asks us, as no other country asks of its citizens more strongly, and as no other country has a greater necessity for, that our citizens shall be faithful to their charge — that the school-house and church shall be faithful. When this is done, we have done our duty.

Father, mother, teacher, child, may we all be led, step by step, in that path which leadeth to the bright and perfect day; and for our diploma may we receive the white stone, with the new name written, given by the hand of the Great Teacher himself.

Sir, may your return to your home prove that this visit has been a pleasant and profitable one; and may you all return to your homes in the centre or the circumference of the State, feeling that the spirit of gladness and joy in the existence of our schools and noble institutions controls us as fully and as heartily in the borders as in the heart of the Commonwealth.

The Association then adjourned *sine die*, by singing the customary closing hymn, "Praise God from whom all blessings flow," &c.

Mathematical.

QUESTION 1. The receiver of an air-pump contains 27 cubic inches of air, and, after four strokes of the piston, there remained in the receiver only 8 cubic inches of air of the original density. Required the capacity of the pump-barrel.

T. S.

QUESTION 2. Five gamblers, A, B, C, D, and E, play together. First A loses to the others as much money as they each had; then B loses to the others as much as they each then had; then C loses to the others in the same manner; and so on successively. After they had all lost as described, it was found that each had \$32 left. How much money had each at first?

This problem is from Peirce's Algebra. It is required to generalize it, and obtain a formula which shall give each man's money, whatever be the number of men; and whether each loses any given fractional part of, or any number of times, what the others have, — the money left being also expressed in general terms.

T. S.

SOLUTION SECOND OF QUESTION 32 FOR 1857.

[Solve the equations

$$(1) \ 2^{\frac{1}{2}}x^{\frac{11}{6}}y^{-\frac{1}{3}} + 2^{\frac{3}{2}}x^{\frac{3}{2}} = x^{\frac{1}{6}}y^{\frac{7}{6}} + 2^{\frac{3}{2}}x^{\frac{5}{6}}y^{-\frac{1}{3}} + 2y^{\frac{2}{3}} + 2^{\frac{5}{2}}x^{\frac{1}{2}}, \text{ and}$$

$$(2) \ y^2 = a^4x^{-1}y^{-1}.]$$

By the transposing of two terms, (1) becomes

$$(3) \ 2^{\frac{1}{2}}x^{\frac{11}{6}}y^{-\frac{1}{3}} + 2^{\frac{3}{2}}x^{\frac{3}{2}} - 2^{\frac{3}{2}}x^{\frac{5}{6}}y^{-\frac{1}{3}} - 2^{\frac{5}{2}}x^{\frac{1}{2}} = x^{\frac{1}{6}}y^{\frac{7}{6}} + 2y^{\frac{2}{3}}.$$

Dividing by $x^{\frac{1}{6}}y^{-\frac{1}{3}} + 2$, we have

$$(4) \ 2^{\frac{1}{2}}x^{\frac{3}{2}} - 2^{\frac{3}{2}}x^{\frac{1}{2}} = y^{\frac{2}{3}}.$$

Multiplying (2) by y , and extracting the square root of the result, we have

$$(5) \ y^{\frac{3}{2}} = \pm a^2x^{-\frac{1}{2}}. \text{ Substituting this value in (4),}$$

$$2^{\frac{1}{2}}x^{\frac{3}{2}} - 2^{\frac{3}{2}}x^{\frac{1}{2}} = \pm a^2x^{-\frac{1}{2}}; \text{ multiplying by } 2^{-\frac{1}{2}}x^{\frac{1}{2}},$$

$$x^2 - 2x = \pm 2^{-\frac{1}{2}}a^2 \therefore x = 1 \pm (1 \pm 2^{-\frac{1}{2}}a^2)^{\frac{1}{2}}.$$

Substituting this value of x in (2), we have

$$y = \left(\frac{a^4}{1 \pm (1 \pm 2^{-\frac{1}{2}}a^2)^{\frac{1}{2}}} \right)^{\frac{1}{2}} = \left(\mp 2^{\frac{1}{2}}a^2 \left[1 \mp (1 \pm 2^{-\frac{1}{2}}a^2)^{\frac{1}{2}} \right] \right)^{\frac{1}{2}} =$$

$$\left(\mp 2^{\frac{1}{2}}a^2 \pm 2^{\frac{1}{2}}a^2 (1 \pm 2^{-\frac{1}{2}}a^2)^{\frac{1}{2}} \right)^{\frac{1}{2}}.$$

If the three double signs were all independent of each other, we should have six values of y . The first one is, however, dependent on the third, being always its opposite; hence, there are but four values of y . The four values of x and y are

$$x = 1 \pm (1 \pm 2^{-\frac{1}{2}}a^2)^{\frac{1}{2}}, \text{ and } y = \left(-2^{\frac{1}{2}}a^2 \pm 2^{\frac{1}{2}}a^2 (1 \pm 2^{-\frac{1}{2}}a^2)^{\frac{1}{2}} \right)^{\frac{1}{2}},$$

$$\text{or } x = 1 \pm \left(1 - 2^{-\frac{1}{2}} a^2\right)^{\frac{1}{2}}, \text{ and } y = \left(+ 2^{\frac{1}{2}} a^2 \mp 2^{\frac{1}{2}} a^2 \left(1 - 2^{-\frac{1}{2}} a^2\right)^{\frac{1}{2}}\right)^{\frac{1}{2}}.$$

D. W. H.

SOLUTION SECOND OF QUESTION 40 FOR 1857.

[Given the vertical angle, the difference of the sides about it, and the altitude, to construct the triangle.]

Denoting the triangle by ABC, suppose B the given angle, and AB greater than BC. From B draw the perpendicular BD. Let $AB - BC = a$, $BD = p$, and $\frac{1}{2} \angle ABC = \frac{1}{2} (\angle ABD + \angle DBC) = B$, and let the required quantity be $\frac{1}{2} (\angle ABD - \angle DBC) = v$.

$$\text{Then } \angle ABD = B + v, \angle DBC = B - v, AB = \frac{p}{\cos(B+v)}, BC = \frac{p}{\cos(B-v)},$$

$$\text{and we have } \frac{p}{\cos(B+v)} - \frac{p}{\cos(B-v)} = a,$$

$$\text{or } (1) \ p \cos(B-v) - p \cos(B+v) = a \cos(B+v) \cos(B-v).$$

Developing $\cos(B+v)$ and $\cos(B-v)$, the first member of (1) becomes $p \cos B \cos v + p \sin B \sin v - p \cos B \cos v + p \sin B \sin v = 2 p \sin B \sin v$, and the second member becomes $a (\cos B \cos v - \sin B \sin v) (\cos B \cos v + \sin B \sin v) = a \cos^2 B \cos^2 v - a \sin^2 B \sin^2 v = a \cos^2 B (1 - \sin^2 v) - a \sin^2 B \sin^2 v = a \cos^2 B - a \cos^2 B \sin^2 v - a \sin^2 B \sin^2 v = a \cos^2 B - a \sin^2 v (\cos^2 B + \sin^2 B) = a \cos^2 B - a \sin^2 v$.

Substituting these values in (1), we have

$$2 p \sin B \sin v = a \cos^2 B - a \sin^2 v,$$

$$\text{or } a \sin^2 v + 2 p \sin B \sin v = a \cos^2 B,$$

$$\text{whence } \sin^2 v + \frac{2 p \sin B \sin v}{a} = \cos^2 B,$$

$$\text{and } \sin v = -\frac{p \sin B}{a} \pm \sqrt{\frac{p^2 \sin^2 B}{a^2} + \cos^2 B},$$

or, taking the upper sign,

$$\sin v = \frac{\sqrt{p^2 \sin^2 B + a^2 \cos^2 B} - p \sin B}{a}.$$

This value may be readily constructed.

SOLUTION OF QUESTION 41 FOR 1857.

[Find the side of an equilateral triangle, whose area cost as much at 8d. per square foot, as the fencing cost at 21s. per linear yard.]

Let x = the side in feet; then $\sqrt{\frac{3}{4}} x^2$ = the altitude, and $\frac{x}{2} \sqrt{\frac{3}{4}} x^2$ = the area $\therefore 4x \sqrt{\frac{3}{4}} x^2$ = cost in pence.

Again, x = perimeter in yards, and $252x$ = cost of fencing in pence. Hence, $4x \sqrt{\frac{3}{4}} x^2 = 252x \therefore x^2 = 5292$, and $x = 72.74$ feet. Ans.

E. G., G. F. M., and many others.

Scientific.

MAGNETISM. — Professor Hansteen, of Christiana, the eminent Magnetical Philosopher, has presented a memoir to the Swedish Academy, proving from his own observations that the magnetic dip partakes of the daily, annual, and eleven-yearly periodic changes, (the last coinciding with Schwabe's period of solar spots), which have already been detected in the other magnetic elements.

Mr. J. W. Rogers read a paper before the British Association for the Advancement of Science, going to show that the potato contained about the same amount of nutritive matter as wheat. He analyzed equal weights of each with the following results: —

	Starch.	Gluten.	Oil.
The potato contained	84.077 parts,	14.818 parts,	1.104 parts.
The wheat “	78.199 “	17.536 “	4.265 “

He stated that about four times as much food could be obtained on an acre of land from the potato as from wheat.

Dear Teacher, — It has often been stated by those having the supervision of machinery driven by water-power, that, with the same head of water, it would move with very perceptibly greater rapidity by night than by day. Is this the fact? and, if so, why?

H. W.

DECEMBER 15.

FORCE OF SEA-BREAKERS. — Near Plymouth, England, during a heavy gale, a block of limestone weighing seven tons was driven by the waves to the distance of 150 feet; and blocks of from two to three tons' weight were washed about like pebbles.

It has been found, by experiments made on the coast of Scotland, that the waves from the Atlantic fall with twice the force of those from the North Sea. An Atlantic breaker will frequently fall with a force of three tons to the square foot, or twenty-seven tons to the square yard.

Intelligence.

MIDDLESEX CO. TEACHERS' ASSOCIATION. — The ninth semiannual meeting of this Association was held in the Unitarian church at Groton, on Friday and Saturday, Oct. 9 and 10, 1857. A large number of teachers was present, and twenty-three new names were added to the Constitution. The exercises consisted, as usual, of lectures and discussions.

The lectures were given by Mr. Joseph B. Morse, of the Harvard School, Charlestown, on "*The End of Education*;" by Mr. Samuel J. Pike, of the Somerville High School, on "*The Democratic Element of School Government*;" and by Hon. N. P. Banks, on "*Education in reference to our Government*." Discussions were held upon the following topics: 1. The length of time desirable for a recitation; 2. The importance of

graded schools, and the studies appropriate for each grade; and 3. Composition, and the best mode of teaching it. Hon. Geo. S. Boutwell, Secretary of the Board of Education, was present, and took part in the exercises of the meeting.

BARNSTABLE CO. TEACHERS' ASSOCIATION. — The Barnstable County Teachers' Association held its semiannual meeting at the New School House, Yarmouth, Friday and Saturday, Dec. 4th and 5th. In the absence of the President and Secretary, D. G. Eldridge, Esq., Chairman of the School Committee of Yarmouth, was called to fill the chair of the former, and Mr. Paine, teacher at Barnstable, acted as Secretary.

The lecturers were Mr. A. P. Stone, of the Plymouth High School, and Rev. A. H. Quint, of Jamaica Plain. The former gentleman gave a sensible and manly lecture upon "*Enthusiasm in Teaching*," instructive and animating to teachers. Mr. Quint's lecture, at the Congregational Church, in the evening, on "*The Relation of the School to Home*," was listened to with great interest and pleasure by a large congregation. It was full of valuable suggestions to parents.

Practical topics were discussed by clergymen and teachers, and a good number of the people came out to hear them.

On Thursday afternoon, Mr. Cornelius Walker, agent of the Board of Education, met the teachers and other friends of education at the school-house, and gave a lecture in the evening at the Methodist Church.

DEDICATION OF THE PRESCOTT GRAMMAR SCHOOL, CHARLESTOWN. — This beautiful structure was put into the trust of the School Committee on Tuesday, December 15, 1857. The cost of the building, with the land and furniture, was about \$36,500. The desks were from the manufactory of Mr. Joseph L. Ross, of Boston, and are of the most approved pattern and finish.

The dedicatory exercises consisted of an Address by the Mayor of the city, Hon. T. T. Sawyer, and a Response, in behalf of the School Committee, by Rev. Geo. E. Ellis, D. D., and Remarks by Hon. Geo. S. Boutwell, and Ex-Mayor Frothingham. In our next number we hope to give a full synopsis of the exercises of the occasion.

ITEMS. — A festival was held for two days during the past month, in Faneuil Hall, for the benefit of Wilbraham Seminary in this State. The amount of money realized was about \$1,500.

A town library in Barre was opened a few weeks ago with 400 volumes to start with.

Mr. E. G. Daniels has resigned his situation as Principal of the Westfield High School, the winter term of which opens with over 100 pupils.

The winter term of the Normal School at Westfield commences with 117 pupils, a larger number than at any former winter session.

Mr. George S. Newcomb, formerly of West Newton, has been appointed to take charge of a Grammar School in West Cambridge.

Wm. E. Sheldon, of East Abington, has been appointed Principal of the High School at West Newton. Salary, \$1000.

DEATH OF AN ESTEEMED INSTRUCTOR. — We regret to learn that Charles W. Greene, Esq., died at East Greenwich, R. I., December 25, at the advanced age of 75 years. Mr. Greene, though for a few years past a resident of Rhode Island, is well known to our citizens. He was a native of Boston, son of David Greene, and grandson of Thomas Greene, both eminent among the merchants of their day, — the former, donor of the "Greene Foundation," so called, for the support of the assistant minister of the Trinity Church.

Mr. Greene graduated at Harvard University in the class of 1802, and was for several years engaged in commercial affairs; but he is best known among us as, for twenty years or more, teacher of a very successful and useful private academy at Jamaica Plain. His

pupils are among our chief citizens, and they hold him in the most affectionate and respectful remembrance. He was a man of good scholarship and of large attainments. He was preëminent among his contemporaries for his conversational talent and ready wit, and to the last, among all who knew him, for his genial and social character.

Reviews and Book Notices.

THE STORY OF COLUMBUS, SIMPLIFIED FOR THE YOUNG FOLKS. By Sarah H. Bradford, author of the *Silver Lake Stories, Ups and Downs, etc., etc.* With illustrations from original designs. C. Scribner, 337 and 379 Broadway, New York.

This book, which comes to us in an attractive form, is an abridgment of Irving's *Life of Columbus*. We take pleasure in recommending it as suited in all respects for the perusal of children.

Teachers and committees, in selecting books for school, and parents in selecting them for family libraries, should be careful not to omit this work.

Those seven years of perseverance against the most contemptuous neglect, and bitter disappointments, speak with more power to the impressible minds of youth, than would whole volumes of essays upon the duty of application and perseverance. P.

Mr. Sanborn Tenney, lecturer to the Massachusetts Teachers' Institutes, in the department of Physical Geography and Natural Science, has in advanced preparation a work on Geology, adapted to Normal Schools, teachers, and private students. Those who know the character of Mr. Tenney's instructions may justly expect from him a practical, popular, and useful manual.

The American Educational Year Book for 1858 will appear early in February. This annual, the second volume of a series, will contain an account of public education in the different States of the Union, together with statistics of learned societies, Colleges, Professional Schools, Academies, and other Seminaries of Learning. The publishers, Messrs. James Robinson & Co., have made great exertions to have the work acceptable to teachers and friends of education.

BOOKS RECEIVED DURING THE MONTH OF DECEMBER.

Notes and Statistics of Public Instruction in Canada. Compiled for the Canada Directory for 1857-8. Montreal: John Lovell, printer, St. Nicholas st., 1857.

Recueil Historique. Mémoires sur le Canada. Etudes sur l'Instruction Publique chez les Canadiens-Français. Par M. D. P. Myrand. Quebec: Typographie de J. T. Brousseau, Haute Ville, Rue Buade, 7. 1857.

Why and What am I? The Confessions of an Inquirer. In three parts. Part I. Heart Experience; or the Education of the Emotions. By James Jackson Jarves. Boston: Phillips, Sampson & Co., 1857.

Autobiographical Sketches and Recollections during a thirty-five years' residence in New Orleans. By Rev. Theodore Clapp. Boston: Phillips, Sampson & Co., 1857.

The Atlantic Monthly. January, 1858. Boston: Phillips, Sampson & Co.

Sargent's School Monthly, Vol. I, No. 1. January, 1858. Boston: Epes Sargent, 289 Washington street.

The Happy Home and Parlor Magazine. Boston: C. Stone & Co., 11 Cornhill.